

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Blood type switch
04 April 2007



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LEARNING ENGLISH



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BBC Learning English – Words in the News

Blood type switch – 04 April 2007

CONTENTS

1. Level, topic, language, aims, materials
2. Lesson stages
3. Student worksheets 1, 2, 3
4. Answers

Level: Intermediate and above

Topic: Scientists have discovered a way to convert A, B and AB-type blood groups into O-type blood.

Language: Vocabulary of a news report

Aims:

Reading skills	– Understanding a short news report
Language skills	– Paired (correlative) conjunctions
Speaking skills	– Discussion

Materials:

Worksheet 1	– Comprehension questions
Worksheet 2	– Vocabulary matching task
Worksheet 3	– Grammar/language focus – paired (correlative) conjunctions
News story	– Available online at:

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/04/070404_blood.shtml

Preparation: Before the lesson, make enough copies of worksheet 2 so that there is one worksheet for every 4 – 5 students. Cut up the vocabulary and explanations, to make a matching exercise. Students also need one copy each of worksheets 1 and 3.

You also need to copy the case notes for activity M on page 7. Copy one worksheet for each pair of students and cut the worksheets in half so that each student has one set of case notes.

Blood type switch – 04 April 2007

LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking students (or having them ask each other):

- ... if they know what their blood group is.
- ... how an individual's blood group is determined.
- ... how many blood groups there are, and what they are called.
- ... why blood groups are important.

Answers: Blood groups are inherited from both parents. The main blood groups are: O+, A+, B+, AB+, O-, A-, B- and AB-. They are important because if you have a transfusion of blood or an organ or tissue transplant from a donor of another blood group, your body may reject the transplant or transfusion and you may become very ill.

B Pre-teach essential vocabulary

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson.

The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working together in small groups and ask them to try to match the vocabulary with the definitions.

Encourage them to work with the other groups to pool their knowledge. When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they are not sure of. If they don't have dictionaries, check their answers and give them help.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

transfused

(blood is) taken from the veins of one person and put into the veins of another person

convert

change or modify something so that it can serve a different purpose

unified

operating as a single unit; united

fragmented

existing or functioning as though broken into separate parts

BBC Learning English – Words in the News

Blood type switch – 04 April 2007

The dream scenario

the best possible situation or result

drawn

taken from; supplied by

blood donors

people who give some of their own blood to be used to help other people

cost-effective

providing the best possible results for the money that has been spent

stock

a supply of something that has been saved for future use

clinical trials

controlled scientific tests of drugs or medical equipment or procedures that are done to make sure they are safe and effective

C Written record of vocabulary

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy the boardwork into their notebooks.

Boardwork:

transfused

convert

unified

fragmented

The dream scenario

drawn

blood doners

cost-effective

stock

clinical trials

BBC Learning English – Words in the News

Blood type switch – 04 April 2007

D Set global questions

Tell the students they are going to read a text which is about blood groups.

Put these questions on the board:

1. Where do the scientists come from?
2. What have the scientists discovered?
3. Why is it an important discovery?

Students read text the first time.

Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the first 2 questions. They do not need to understand the details for each topic.

E Check answers

Elicit students' answers.

The answers are:

- 1 – They are an international team.
- 2 – They have discovered a way to convert A, B and AB blood types into type O blood.
- 3 – It is important because it will make more blood available for transfusion and will help prevent accidental transfusions of the wrong blood type.

F Set comprehension questions

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text a second time in more detail and to answer the questions.

G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit the correct answer (see worksheet 1 and answer key).

H Vocabulary consolidation/building

Students do the vocabulary matching exercise (worksheet 2 that you cut up before the lesson): in small groups they match each word with the right definition.

I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

J Grammar focus: Paired (correlative) conjunctions

Ask students to find the sentence which describes the 2 advantages of blood group conversion. They are in paragraph 3:

'The process promises not only to increase the stock of blood available for transfusions but could also prevent the accidental transfusion of the wrong blood group into patients.'

BBC Learning English – Words in the News

Blood type switch – 04 April 2007

Ask students to identify the words which are used to indicate that there are 2 advantages. The words are 'not only... but also'. Ask them if they know any other words and phrases that can work in this way. Elicit the following:

not only... but also
both... and
either... or
neither... nor

Make sure that students realise that they must use parallel form with these expressions, i. e. if they use a noun after the first part of the expression they must also use a noun after the second part. In the example in the text, the verbs 'increase' and 'prevent' are used. Prepositional phrases, adjectives etc. can also be used, as long as they are used in parallel. Make sure students know that 'not only... but also' and 'both... and' are used to show similarities while 'either... or' is used for options and 'neither... nor' is used to show negative similarities.

Hand out Worksheet 3 which focuses on paired (correlative) conjunctions. Students rewrite the sentences using the conjunctions provided.

K Check answers

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

L Follow-up activity: Speaking

Put students into groups of 3 or 4. Tell them that they are doctors working in a hospital. 4 patients are all in desperate need of a blood transfusion but supplies are very low. They have only enough blood stocks to give one transfusion. The students should read the case notes, discuss each patient and decide which patient to give the transfusion to. Suggested time limit: 10 minutes.

BBC Learning English – Words in the News

Blood type switch – 04 April 2007

Case notes

Patient A

84-year-old woman (widow). Mother of 6 and grandmother of 23. Lives with daughter. In good overall health with good chance of full recovery.

Patient B

35-year-old man. Married with 3 school-aged children. Not expected to live past the age of 40. Too sick to work: wife is the main breadwinner.

Patient C

7-year-old boy. Terminally ill: 10 months to live. Only child of his family: parents unable to have more children

Patient D

40-year-old married woman with 5 children. Kidney transplant patient: had the operation 2 days ago. Expected to live for at least 5 years if she recovers from her operation: making good progress so far.

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BBC Learning English – Words in the News

Blood type switch – 04 April 2007

M Feedback

Give praise for content and show your interest in the different views expressed.

Give praise for correct language, and give feedback on incorrect language. You could write some example phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

BBC Learning English – Words in the News

Blood type switch – 04 April 2007

STUDENT WORKSHEET 1

COMPREHENSION QUESTIONS

Are the following sentences true or false?

1.	Type O blood is safe to use in transfusions.	T/F
2.	There is not enough type O blood available at present.	T/F
3.	Professor Olsson would like to convert all donor blood to group O.	T/F
4.	The conversion technique will be very expensive.	T/F
5.	The conversion technique would take a very long time.	T/F
6.	The conversion process has not been tested yet.	T/F

VOCABULARY

Match these words and phrases to their definitions.

- | | |
|------------------------------|---|
| 1. transfused | A. taken from; supplied by |
| 2. convert | B. operating as a single unit; united |
| 3. unified | C. people who give some of their own blood to be used to help other people |
| 4. fragmented | D. a supply of something that has been saved for future use |
| 5. The dream scenario | E. existing or functioning as though broken into separate parts |
| 6. drawn | F. controlled scientific tests of drugs or medical equipment or procedures that are done to make sure they are safe and effective |
| 7. blood donors | G. the best possible situation or result |
| 8. cost-effective | H. (blood is) taken from the veins of one person and put into the veins of another person |
| 9. stock | I. providing the best possible results for the money that has been spent |
| 10. clinical trials | J. change or modify something so that it can serve a different purpose |

GRAMMAR FOCUS – Paired (correlative) conjunctions

Rewrite the sentence using the conjunctions. Remember to use parallel form.

not only... but also

both... and

either... or

neither... nor

Example:

Jane lives in town and she works there too. (not only... but also)

Jane not only lives in town but she also works there.

1. Plants need light and water to grow. (not only... but also)
2. He is not handsome. He is not rich either. (neither... nor)
3. Most people who buy computers choose a PC or a Mac. (either... or)
4. For good health you should exercise regularly and eat nutritious food. (both... and)
5. She is talented and beautiful. (not only... but also)
6. I do not eat fish and I do not eat pork. (neither... nor)
7. You can go by plane. You can also go by bus. (either... or)
8. London is old and it is also crowded. (both... and)

Blood type switch – 04 April 2007

ANSWER KEY

STUDENT WORKSHEET 1

1. True – Paragraph 1 says, '...O-type blood can be transfused safely into humans of any blood-type without medical risk.'
2. True – Paragraph 1 says, 'the problem is that it's not always readily available for those who desperately need blood.'
3. True – Paragraph 2 says, 'The dream scenario as I see it is that all those blood units drawn from blood donors would be converted if they're not group-O from the start...'
4. False – Paragraph 3 says, 'Professor Olsson says the conversion technique would be cost-effective...'
5. False – Paragraph 3 says, 'Professor Olsson says the conversion technique ... would take about an hour at room temperatures.'
6. False – Paragraph 3 says, 'Early-stage clinical trials are now underway.'

STUDENT WORKSHEET 2

- | | | | | |
|------|------|------|------|-------|
| 1. H | 2. J | 3. B | 4. E | 5. G |
| 6. A | 7. C | 8. I | 9. D | 10. F |

STUDENT WORKSHEET 3

Suggested answers

1. Plants need not only light but also water to grow.
2. He is neither handsome nor rich.
3. Most people who buy computers choose either a PC or a Mac.
4. For good health you should both exercise regularly and eat nutritious food.
5. She is not only talented but also beautiful.
6. I eat neither fish nor pork.
7. You can go by either plane or bus.
8. London is both old and crowded.